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Approved For Release 2001/04/24 : CIA-RDP78-03198A000100010006-4

HISTORY

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The activities seen today are developments of the beginnings made in March 1952. At that time, the language training program was initiated. The professional staff consisted of the director and two instructors, one for Romance languages and one for Germanic languages. Shortly a Slavic instructor was added. These instructors maintained the semblance of an internal program consisting of conventional elementary part-time courses not greatly dissimilar from a first-year college course with emphasis on spoken language. The real vitality of the language program was centered in the [REDACTED]

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with which the Agency entered into contract for language training. An additional contract of much smaller amount was made with the [REDACTED]

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[REDACTED] Language training, mostly part-time, was conducted according to these arrangements for about eighteen months, until the fall of 1953. This is a period when the Agency was endeavoring to have language training accomplished mainly by contracting with outside institutions. During this period, very limited area training also was provided; during the summers of 1952 and 1953 a contractual arrangement was made with the [REDACTED]

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From a point of view of administration, the contract method was simple. The experience, however, revealed serious deficiencies and weaknesses. To begin with, in spite of the fact that the director of the Agency's program also was director of the Institute, the Agency consumers could not exert adequate influence over the substance of the training programs. For example,

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considerations of security completely prevented specifically orienting the substance toward the special requirements of the intelligence profession. Second, the cost in terms of the willingness of the Agency to participate was exorbitant. In one extreme instance a full-time, nine-month course costing about \$18,000 had only two students. Third, the security protection required by many of the students was constantly in jeopardy. This was not essentially due to any laxness on the part of the Institute, but was due mainly to the fact that it is virtually impossible to conceal Agency participation when large numbers of employees are involved, particularly when they are handled on a segregated basis and when as result of a contract agreement they are handled administratively in a special manner that distinguishes them from ordinary students. Fourth, although it was not apparent at the time, it has subsequently been demonstrated that, within the Agency, there is a resistance to external training that exists in much smaller proportion to internal training that involves less time for commuting and that is known to be designed specially for Agency needs.

In the fall of 1953, it was decided to minimize use of the Institute's facilities and to make fullest possible use of the language schools of other agencies. A number of full-time students and more part-time students were sent to the [REDACTED] with which we continued to have a contract. Arrangements were made so that students also were sent to the Navy Language School, the Army Language School and the National Security Agency. This period of experimentation lasted until the fall of 1955. During the period two Russian language instructors and one instructor in

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Arabic and German were added to the internal staff. Emphasis in internal training continued to be on casual part-time training.

Several conclusions developed from this experience. First, it was recognized that there was great variation in the character and quality of language programs at the other-agency schools; we found we needed to select the school in terms of objectives and aptitude of each individual, and could not indiscriminately send a student to any school that offered a course in the desired language. Second, we recognized that Agency students in other-agency schools often must spend 20-30% of their time on training in technical language of the sponsoring agency which is of only possible peripheral value. This is true especially of the Army and Navy Language Schools. Third, we found that, in terms of costs to the Agency, the Army Language School should be used only for training not available in local government schools, and then preferably, for unmarried men. Fourth, we were forced to recognize that, in spite of the extreme cordiality and desire to cooperate expressed by the other agency schools, they were limited in their ability to accommodate the numbers of persons we wanted most to train, which meant we could not definitely be certain of training any number of persons in a given language at any particular time. In conclusion, we recognized that the other-agency schools provided us with an opportunity of which we should take fullest feasible advantage, but also that we needed to develop some degree of self-sufficiency. At the end of this period, by summer of 1955, our policy became one of taking full advantage of all available, suitable external programs, especially of other agencies, but

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simultaneously of developing our own resources to meet our needs that could not be met elsewhere with suitable consideration for substance, cost and security. This is the policy upon which the School's present language program rests.

During this period (1953-1955) we also experimented with providing area training both externally on contract and internally. These experiences paralleled those we had had in contracting for language training in 1951-1953. The cost in terms of participation was exorbitant, there was no control over substance which could not be oriented toward the needs of the intelligence profession, and essential security was constantly in jeopardy. It was evident that we could not rely on the contract system to provide the type of area training required by Agency personnel, irrespective of considerations of cost and security. And in terms of cost for staff salaries required for area training, in relation to the numbers of persons receiving training, the per capita cost is a minor fraction of the costs we experienced under contracted training.

The third phase in development of better methods of providing area and language training may be dated from the summer of 1955. The experiences and experiments since 1951, including those of the past year, provide us with confidence that we are approaching the best method for providing the most effective and economical training of Agency personnel. Moreover, throughout the Agency it is increasingly recognized that high quality performance depends in part upon substantial possession of useable language fluency and

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area knowledge, that these are vital and not merely desirable. The consequence is appreciable increase in responsibility placed upon the School with resulting emphasis upon the need to be flexible but independent. Our policy, therefore, now is to make fullest feasible use of all government and private institutions, and to confine our activities to those dictated by the special needs of the intelligence profession.

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MAJOR ACTIVITIES

(by type)

Major activities of the School consist of:

1. General language courses, both full-time and part-time with primary emphasis on developing speaking and comprehension ability, and secondary emphasis on developing ability to read and write, and on acquisition of area knowledge.
2. Specialized language courses to meet specific needs, as reading for economists, reading for general translators.
3. General area courses for intelligence officers.
4. Area/language courses for intermediate and advanced language students desiring to acquire simultaneously language and area training.
5. Testing foreign language proficiency.
6. Preparation for publication of textbooks and training materials.

In an effort to stimulate more interest in language study and opportunities for persons who cannot participate in formal training, a variety of secondary, largely informal activities has been created, with varying degrees of success. These include:

1. A regular lunch-time program of foreign language movies.
2. A program of controlled foreign-language discussion groups.
3. A foreign-language dining room (now defunct).
4. A self-study and professional consultation program.
5. A Voluntary Language Training Program of courses in non-duty hours of the morning and evening.

CURRICULUM

The School's curriculum is characterized by flexibility and adaptability. This is an inevitable consequence of our aim to meet the fluctuating interests and needs of the Agency by "custom-built" courses for special requirements, of our use of continuing experience to improve the effectiveness of our courses, and of our effort to create opportunities for employees to acquire training in neglected subjects of probable value in the future. The curriculum, therefore, is never static, nor necessarily the same from year-to-year. While the variability disturbs the meticulous and fastidious mind and does, in fact, complicate administration and execution of the program, our willingness to avoid the stereotype, with consequent variation, does mean that we can meet special specifications with reasonable precision, that over a two-year period we can offer a wider variety of training opportunities, and can exploit^{to}/the Agency's advantage the "bonus" talents of our own staff and of non-OTR employees who from time to time are detailed to the School.

A general idea of the scope of our services to date may be gained from the following listing of courses that have been offered in language, area and language/area training:

1. Intensive, full-time language courses, varying in length from 20 to 46 weeks: Chinese, Japanese, German, French, Turkish, Persian, Russian, Polish.
2. Part-time courses in the above languages, plus Uzbek, Romanian, Spanish, Swedish, Italian, Portuguese, Dutch, Greek, Arabic, Hungarian, Czech, Finnish.

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3. Integrated language/area courses (i.e., an area course ✓
conducted in the foreign language) in: Russian, German and French.

4. Area orientation courses (called Americans Abroad) for em-
ployees and dependents going overseas on:

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6. Part-time courses in the new VOLUNTARY LANGUAGE TRAINING PRO-
GRAM of courses conducted before and after official duty hours so far,
since creation of the program by the School in June 1957, have num-
bered fifty-two (52) classes for 446 enrollees in the following lan-
guages: Chinese, Finnish, French, German, Italian, Japanese, Persian,
Polish, Portuguese, Russian and Spanish. (In this program the School
will endeavor to organize a class in any language when at least five
persons have applied for an opportunity to study that language.)

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CONCLUSION

Our program, as it has developed to date, by no means represents our concept of a totally satisfactory program for the Agency. We believe in the essentiality of effective language competence and area knowledge for efficient, reliable performance of most overseas personnel of all career services and of most analysis and research people at Headquarters processing foreign area intelligence. Slowly increasing spread of this view dictates a readiness on our part to meet the recognized need for expanded training. Moreover, while our program now is mostly at the elementary level and deals mostly with currently "popular" areas of the world, we feel that eventually we can create recognition of value of (a) fairly sophisticated area training for the so-called area specialist and (b) acquiring language and, through language, area knowledge of largely neglected areas. For example, a recent review of Office of Personnel records of [REDACTED] reports on language knowledge revealed NOT ONE person with advanced comprehensive fluency in the languages of the [REDACTED]

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by the Language Development Program. Unavoidably, a partially companionate ignorance of area knowledge must accompany this deficiency in ability to get at original sources of area knowledge. This in itself is a challenge, over and beyond the need to respond to requests for training in the "popular" areas.

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It should also be stated that, consistent with general policies sketched in the beginning of this report, this School aims to avoid developing any training which is satisfactorily available outside the Agency. We do not aim, therefore, to become completely comprehensive but only to do those things that we can do better, in terms of Agency needs, than any other school. Consequently, we expect to remain the smallest of the government language schools, but our self-imposed policy dictates that we function only where we can be the best. Nor do we expect to provide all of the language and area training required by the Agency, and we expect to continue to send outside of the Agency those persons for whom non-Agency training is more suitable or even satisfactory.

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OUR FACILITIES

The activities of the School are conducted primarily in three localities: Eye Building, Quarters Eye and [REDACTED] (a secluded 25X1A

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[REDACTED]. On these three sites we have the most up-to-date facilities for our development and use of advanced methods of efficient and effective instruction. A few words on each of the more significant of these facilities follows.

1. We maintain and operate two language laboratories with a total of fifty student positions. Each laboratory is equipped with dual track recorders that permit the student not only to listen to a native speaker but also to mimic him and then discover his own faults. We have an inventory of about 10,000 tapes in 40 languages. We recently have added a high speed duplicator that greatly decreases the man-hours required to cut the ten million (10,000,000) feet of recordings that we average a year. The laboratory is an essential supplement to classroom instruction, and significantly decreases the drill-master staff that otherwise would be required.

2. Two area lecture rooms are equipped with still and movie projectors, three dimensional maps and other aids used both in area and language training. A three-dimensional model of about 36 square feet depicting a German town, airport and countryside is used in both area and language training. A display of flags of members of the United Nations also serves as a training aid.

3. The School maintains two library-reading rooms for faculty and students.


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marily a language training site to which students are taken for varying periods of time for a "living language" exercise on a 24-hour-a-day basis. During the days of an exercise students remain on the premises, engage in informal controlled discussions and activities, do their own cooking, and use only the foreign language. This significant exercise that is part of every intensive language course is an important training exercise and has significant psychological value as students learn that they can communicate extemporaneously, and that they can and do think in the language over a prolonged period and in a variety of new and unanticipated situations. It tends to decrease that reticence and lack of confidence that so frequently cause a block against free use of the language in the foreign area and cause the individual to avoid contacts and situations of greatest value to him in favor of English-speaking associates with whom he feels at ease. To assist students to overcome this block before they enter the foreign environment is a major objective in our training. The  exercise provides the best situation for accomplishing this outside of the foreign area. Its effectiveness is apparent as students, even in the presence of strangers, feel required to muster courage, ingenuity and resourcefulness required for participation in the exercise.

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